

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2020 Charter School Program High-Quality Replication</b>		
<b>Program authority:</b>	Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	June 4, 2018 to July 31, 2020	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 17, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit <b>one original copy of the application with an original signature, and two copies of the application</b>, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION APR 17 PM 2:29 </div>
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Austin Achieve Public Schools	227825	Austin Achieve Elementary School	NA
Vendor ID #	ESC Region #		DUNS #
12737008073	13		07-835-5417
Mailing address	City	State	ZIP Code
5908 Manor Rd.	Austin	TX	78723
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Emily		Morrison	Chief Advancement Officer
Telephone #	Email address		FAX #
512.522.4190	emorrison@austinachieve.org		512.727.0376
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
John		Armbrust	Founder & Chief Executive Officer
Telephone #	Email address		FAX #
512.522.4190	jarmbrust@austinachieve.org		512.727.0376

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
John		Armbrust	Founder and CEO
Telephone #		Email address	FAX #
512.522.4190		jarmbrust@austinachieve.org	512.727.0376
Signature (blue ink preferred)		Date signed	

04.17.18

Only the legally responsible party may sign this application.

**701-18-110-012**

**Schedule #1—General Information**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 227825

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); <b>AND</b></li> <li>A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>Either of the following:               <ul style="list-style-type: none"> <li>A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521(a)(2)); <b>OR</b></li> <li>A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); <b>OR</b></li> <li>A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.</li> </ul> </li> </ul>
2.	Board of Trustees Approval	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3.	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the district partnership with a high-quality charter school, and the rationale for the district authorizing the campus charter;</li> <li>A detailed description of the admission requirements for the campus charter; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4.	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5.	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)
6.	Additional Assurances	A completed Additional Assurances for School District Authorizers Form (See Appendix 4.)

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**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures compliance with IDEA Title I, Part B, Section 613, as cited in Appendix 1.
4.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
5.	The charter school will maintain clear documentation and data for the school and students served by the CSP High-Quality Replication Grant Program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the CSP High-Quality Replication Grant Program funds.
6.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
7.	<p>According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section.</li> <li>2. Is created by a developer as a public school or is adapted by a developer from an existing public school and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act.</li> </ol>

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	<p>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</p> <p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
8.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> <li>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year.</li> <li>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> </ul> <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</p>

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 227825

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Austin Achieve is eligible to receive priority points based on the following statutory or TEA priorities:**

- Austin Achieve Elementary will open for the 2018-19 school year and will begin serving students in August 2018 (15 points);
- The number of projected students to be served in 2018-19 is 644 (15 points)
- More than 50 students will be in grades assessed for state accountability purposes in 2018-19 (10 points); and
- The new school is within 10 miles of at least one Improvement Required elementary school campus but also within 3 miles of at least one Priority School and within 5 miles of at least two Focus Schools (at least 5 points).

**APPLICANT BACKGROUND:** Austin Achieve Public Schools began in 2012 as a Generation 16 open-enrollment charter school serving students in grade 6 in East Austin, Texas and now serves students in grades 6-12. With funding assistance from this CSP High-Quality Replication grant, Austin Achieve will replicate its model to include an elementary school serving students in grades PreK – 5.

**RIGOROUS INSTRUCTIONAL PROGRAM:** What makes Austin Achieve unique is its emphases on rigorous college readiness, teaching beyond the classroom, conquering the digital divide, and restorative practice (see page 24) as well as its six Pillars, which are:

- **High Expectations:** Our curriculum promotes the critical thinking, problem solving, writing and technical skills necessary to pursue young dreams.
- **Individualized Support:** We collect scholar achievement data to make informed decisions on the pace and appropriateness of learning plans for every scholar.
- **More Classroom Time:** Our longer school days and longer school year add 259 hours of classroom instruction annually, providing more opportunities for scholar learning and growth.
- **Teachers as Leaders:** We focus on recruiting the best educators and empower them to shape curriculum and school culture.
- **Parents as Partners:** We view parents as partners in their children's education. Parents receive regular updates on their child's progress and opportunities to participate, both at home and in school.
- **Safe and Nurturing Community:** Our schools are safe and stimulating learning environments. We unite school and community through our Parent Ambassador Committee and after-school partnerships.

**NEEDS ASSESSMENT:** The impact of subpar education in PreK through 5<sup>th</sup> grade significantly affects the majority of students in Northeast Austin. Currently, 6th-grade students arrive at Austin Achieve Public Schools nearly three grade levels behind in reading, which affects academic performance across all core subjects. Only 4% of the most recent 6<sup>th</sup> grade class arrived at or above grade level proficiency, and 18% of students require social and emotional learning-based interventions. These students often miss class time due to absenteeism, placement in Restorative Justice, and/or required counseling appointments. Nearly 12% of students receive special education services and supports.

These academic deficiencies and needs affect students' abilities to meet college-ready standards. To properly address these challenges, Austin Achieve plans to expand in the fall of 2018 to serve students in grades PreK – 5, bringing the CMO's high-quality educational model to a total of 2,100 students in grades PreK – 12, effectively doubling enrollment. The new Austin Achieve Elementary school will open with smaller cohorts of K – 4 in 2018-19, phase in PreK in 2019-20, and backfill all grades as the elementary school grows. Grade 5 will be added at the middle school level in 2018-19.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 227825

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**PROCESS/ALIGNMENT WITH GRANT GOALS AND OBJECTIVES:** The need for a high-quality education in a low-income geographic area calls for a high-quality curriculum grounded in research- and standards-based instructional practices and ensures all students are growing academically. The four academic achievement objectives listed on page 17 are aligned with these needs. Achievement of these objectives will be measured by student academic performance and growth on STAAR reading and STAAR math and further supplemented by student results on TELPAS and NWEA MAP.

**BUDGET DEVELOPMENT:** The budget for Austin Achieve Elementary School was developed by the Austin Achieve Board of Directors, Austin Achieve Board Finance Committee, and Founder and CEO with supportive input from the Chief Advancement Officer, Director of Operations, and Principals. This Leadership Team met during March and April 2018 to determine funding needs based on the new school community's demographics, a review of student achievement gaps in neighboring public schools, Austin Achieve's rigorous college-preparatory curriculum, and other anticipated operational needs based on the team's experience with its original secondary school campus. In this way, the budget was developed through a balance of experience and projections/expectations.

**ENSURING HIGH-QUALITY MANAGEMENT:** The Austin Achieve Senior Leadership Team (composed of the Founder and CEO, Chief Advancement Officer and further supported by the Director of Operations, Family Engagement Manager, and Marketing and Communications staff) brings a wealth of school leadership and management experience to the operation of the charter network. Founder/CEO John Armbrust has spent a decade serving as teacher and school-site and central office administrator, in both traditional public and charter schools. In South-Central Los Angeles, he served as director for Teacher Effectiveness for the Inner City Education Foundation (ICEF), a network of high-performing charter schools. John's responsibility was to administer a \$60 million grant from the Bill and Melinda Gates Foundation measuring teacher effectiveness and performance. While at ICEF, he was a Strategic Data Project Fellow through Harvard University. John began his education career in Atlanta through Teach For America, which helps ensure low-income youth receive quality education.

**PROJECT EVALUATION/PROGRESS MEASUREMENT:** Austin Achieve Elementary School will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments/data sources include **criterion- and norm-referenced test results** [Texas English Language Proficiency Assessment System (TELPAS), NWEA MAP, STAAR, and End of Course exams]; **staffing reports** (including performance reports and retention data); and **surveys/interviews** of program participants (students, staff, parents, community). Teachers, staff, and school leaders will use SchoolRunner (the Austin Achieve student data management software) to track data.

**POPULATION TO BE SERVED:** Austin Achieve currently serves a student population that is 7% African American, 88.7% Hispanic, 2.7% white, and 1.6% other ethnicities or two or more races. Over 89% of the student body is economically disadvantaged, 56% are English-language learners (ELLs), 69.4% are considered at-risk of dropping out of school due to one or more academic, social, or economic factors, and 12.3% are served by Special Education services and supports. By contrast, the state's student population is 59% economically disadvantaged, 18.9% ELL, 50.3% at-risk, and 8.8% Special Education. The population of Austin Achieve Elementary School is expected to mirror these demographics.

**IMPROVEMENT REQUIRED AND PRIORITY/FOCUS SCHOOLS:** Austin Achieve Elementary School is in close physical proximity to multiple struggling elementary schools designated as Improvement Required, Priority, or Focus Schools.

**COMMITMENT TO APPLICATION COMPLETENESS/ACCURACY:** The Austin Achieve Public Schools Founder and CEO assures TEA that this application meets and has adequately responded to Statutory Requirements 1-8. As a Subchapter D Open-Enrollment Charter School, Austin Achieve is not required to respond to Statutory Requirements 9-13. In addition, Austin Achieve meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: <b>227825</b>			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA					
Grant period: June 4, 2018 to July 31, 2020			Fund code: 258		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	<u>Planning Activity:</u> Direct Program Costs	<u>Implementation Activity:</u> Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$400,000	\$0	\$400,000
Grand total of budgeted costs (add all entries in each column):			\$400,000	\$0	\$400,000

No administrative costs (direct or indirect) may be charged to this grant program.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #7—Payroll Costs (6100)</b>						
County-district number or vendor ID: 227825				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
<b>Academic/Instructional</b>						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15						
16						
17						
18						
19						
20						
<b>Other Employee Positions</b>						
21	Title			\$	\$	\$
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112	Substitute pay		\$	\$	\$
26	6119	Professional staff extra-duty pay		\$	\$	\$
27	6121	Support staff extra-duty pay		\$	\$	\$
28	6140	Employee benefits		\$	\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 227825

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 227825

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
15		\$	\$	\$
16		\$	\$	\$
17		\$	\$	\$
18		\$	\$	\$
19		\$	\$	\$
20		\$	\$	\$
Grand total		\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

**NOTE:** Austin Achieve has listed all budget items on the Capital Outlay form as they are considered capitalized technology or furniture expenses by the charter management organization. See page 14 for line item detail.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>				
County-District Number or Vendor ID: 227825		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

<b>For TEA Use Only</b>	
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<b>Schedule #11—Capital Outlay (6600)</b>						
County-District Number or Vendor ID: 227825				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>						
2	Projectors, Classrooms	54	\$1,880	\$101,520	\$0	\$101,520
3	Projector, Cafetorium/Gymnasium	2	\$1,380	\$2,760	\$0	\$2,760
<b>66XX—Software, capitalized</b>						
4			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
5	Adapt Student Desk	389	\$180	\$70,020	\$0	\$70,020
6	Convertible Bench Table	62	\$645	\$39,990	\$0	\$39,990
7	Adjustable Height Stool	330	\$79	\$26,070	\$0	\$26,070
8	Ocho Student Desk	103	\$180	\$18,540	\$0	\$18,540
9	Teacher's Lectern	35	\$410	\$14,350	\$0	\$14,350
10	Lots of Dots Carpet	22	\$622	\$13,684	\$0	\$13,684
11	ELO Bridge Table	44	\$264	\$11,616	\$0	\$11,616
12	Appleton Teacher Desk	16	\$689	\$11,024	\$0	\$11,024
13	Mobile Bookcase	57	\$175	\$9,975	\$0	\$9,975
14	Academia Purple Chair	149	\$58	\$8,605	\$0	\$8,605
15	Versa Series Height Adj. Tables	10	\$836	\$8,360	\$0	\$8,360
16	60"W TechWorks Fully Loaded Typical	1	\$7,438	\$7,438	\$0	\$7,438
17	Science Lab Table	12	\$564	\$6,768	\$0	\$6,768
18	Berries Plastic Chair: 14"	184	\$32	\$5,888	\$0	\$5,888
19	Welded 5 Leg Stool	48	\$116	\$5,568	\$0	\$5,568
20	Nexus Pedestal Table	8	\$614	\$4,912	\$0	\$4,912
21	4-Shelf Rack	13	\$331	\$4,303	\$0	\$4,303
22	4-Shelf Rack (24"x72")	13	\$331	\$4,303	\$0	\$4,303
23	Z Stool with Backrest	36	\$112	\$4,032	\$0	\$4,032
24	Mobile File Pedestal	28	\$130	\$3,640	\$0	\$3,640
25	Berries Plastic Chair: 16"	87	\$41	\$3,602	\$0	\$3,602
26	Lobo Table	12	\$287	\$3,444	\$0	\$3,444
27	4-Drawer Lateral Fire File	1	\$3,384	\$3,384	\$0	\$3,384
28	Task Chair	41	\$81	\$3,311	\$0	\$3,311
29	4-Drawer Fire File	2	\$1,447	\$2,894	\$0	\$2,894
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$0	\$0	\$0
<b>Grand total:</b>				<b>\$400,000</b>	<b>\$0</b>	<b>\$400,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

<b>For TEA Use Only</b>	
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**Schedule #13—Needs Assessment**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Community Demand/Educational Need:**

Austin Achieve has been serving secondary school students in Northeast Austin since 2012. Having opened as a middle school serving grade 6 and expanding upward by one grade level each year, Austin Achieve now serves students in grades 6-11 and has identified several areas of educational need that it can address by replicating its model at the elementary school level.

The impact of subpar education in PreK through 5<sup>th</sup> grade significantly affects the majority of students in Northeast Austin. Currently, 6th-grade students arrive at Austin Achieve Public Schools **nearly three grade levels behind in reading**, which affects academic performance across all core subjects. **Only 4% of the most recent 6<sup>th</sup> grade class arrived at or above grade level proficiency**, and **18% of students require social and emotional learning-based interventions**. These students often miss class time due to absenteeism, placement in Restorative Justice, and/or required counseling appointments. **Nearly 12% of students receive special education services and supports.**

These academic deficiencies and needs affect students' abilities to meet college-ready standards. To properly address these challenges, Austin Achieve plans to expand in to serve students in grades PreK – 5, bringing the CMO's high-quality educational model to a total of 2,100 students in grades PreK – 12, effectively doubling enrollment through a stepped approach. The new elementary school will open with smaller cohorts of K – 4, phase in PreK, and backfill all grades as the elementary school grows. Grade 5 (full cohort) will be added at the middle school level in 2018-19.

**Needs Assessment Process:** Austin Achieve Public Schools conducted the following activities when assessing its need for CSP High-Quality Grant resources:

- Review of the original campus' six-year history serving students in grades 6-11 (student baseline academic performance, academic achievement, and academic growth);
- Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, Improvement Required and Priority/Focus schools, etc.);
- Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics);
- Review of staffing needs and existing teacher/leader qualifications (experience, prior appraisals, expertise, and special skills);
- Review of planned curriculum materials needed and related school operational costs;
- Input and informal interviews with current and prospective parents and business/community members; and
- Reflection on previous/current experiences in charter school leadership and lessons learned.

**Prioritized Needs:** The CMO leadership team identified the following top five needs to address with resources from this CSP High-Quality Replication grant:

1. Students need a strong literacy/reading/language arts curriculum that will have them reading on or above grade-level by grade 3 as a foundation for academic success across all content areas;
2. High-need students in East and Northeast Austin require social and emotional learning-based interventions to improve their academic readiness and success;
3. Students not meeting standards need academic as well as social and emotional interventions to remediate deficiencies;
4. Parents need information and opportunities to learn how to support their children's growth and development as well as to understand the importance of high academic standards; and
5. This new school requires a broad array of start-up supplies, including staffing support, technology, classroom equipment, materials, and furniture to ensure a high-quality educational environment with up-to-date curricular resources.

**Schedule #13—Needs Assessment (cont.)****For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: <b>227825</b>		Amendment # (for amendments only):
<b>Part 2: Alignment with Grant Goals and Objectives.</b> List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Students need a strong literacy/reading/language arts curriculum that will have them reading on or above grade-level by grade 3 as a foundation for academic success across all content areas.	<b>Related Objectives (page 17): 1 and 3</b> In an effort to improve reading competency across all core content areas, Austin Achieve Elementary will implement the Reading Recovery program. A best-practice reading intervention program founded by Marie Clay and utilized in schools across the nation. <b>Grant funds will provide</b> furniture, equipment, and technology (projectors) to provide a high-quality TEKS-based literacy/reading/language arts curriculum for all students to be served. <b>Additional federal and state funding sources will provide</b> high-interest books, R/LA curriculum materials, professional development and teacher support, technology hardware, and individualized learning software to personalize learning and increase student achievement.
2.	High-need students in East and Northeast Austin require social and emotional learning-based interventions to improve their academic readiness and success.	The new school will provide social and emotional interventions through Austin Achieve's Restorative Practice Program. <b>Federal, local, private and state funding sources other than CSP granted funds will support</b> the materials, training, and professional development support to implement Austin Achieve's Restorative Practice program, which includes peer-to-peer mentoring, community service, and college-preparatory events to encourage leadership and emotional preparedness. Austin Achieve's zero suspension policy ensures at-risk students stay in school.
3.	Students not meeting standards need academic as well as social and emotional interventions to remediate deficiencies.	<b>Related Objectives (page 17): ALL</b> To remediate academic deficiencies, Austin Achieve provides struggling students with reading, math and writing intervention classes, one-on-one tutoring opportunities during and after school, and personalized learning plans for struggling students. <b>Grant funds will provide</b> furniture, equipment, and technology (projectors) to provide a high-quality core content, TEKS-based curriculum for all students to be served. <b>Additional federal and state funding sources will provide</b> R/LA and math tutorial assistance, curriculum materials, professional development and teacher support, technology hardware, and individualized learning software to personalize learning and increase student achievement.
4.	Parents need information and opportunities to learn how to support their children's growth and development as well as to understand the importance of high academic standards.	<b>Related Objectives (page 17): ALL</b> Austin Achieve's leadership team is committed to continuing and expanding its successful parent education, engagement, and involvement strategies as it replicates its model at the elementary level. The new school will hold events including Open House events, Curriculum Nights, Parent Information Meetings, and Volunteer Opportunities such as Parent Leadership Team, Parent Ambassador Committee, and surveys to solicit parent input and feedback. <b>No grant funds are necessary to address this need.</b> Human resources support (school staff and the Family Engagement Manager) and in-kind contributions of time will support these efforts.
5.	This new school requires a broad array of start-up supplies, including staffing support, technology, classroom equipment, materials, and furniture to ensure a high-quality educational environment with up-to-date curricular resources.	<b>Related Objectives (page 17): ALL</b> <b>Grant funds will provide</b> furniture, equipment, and technology (projectors) to provide a high-quality core content, TEKS-based curriculum for all students to be served. <b>Additional federal, state, and private funding sources will provide</b> staffing support through the first 30 days of school, curriculum materials, and additional technology hardware and software.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 227825

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Austin Achieve Director of Operations	10+ years' experience in private and public sector enterprise operations; Broad Resident and Director of Operations for a Texas charter management organization; specialist in data-driven decision-making and lean process improvement; BBA in Managerial Finance; MBA.
2.	Principal	7+ years' experience in public education and leadership including 5 years as founding teacher and Assistant Principal, Austin Achieve Middle School; demonstrated ability to manage teams to achieve high standards; BS in applied learning and development;
3.	Assistant Principal	3+ years' experience in public education; demonstrated instructional leadership; 2+ years' experience working with high-needs students; excellent interpersonal skills; Bachelor's degree required; native Spanish fluency desired but not required.
4.	Assistant Principal of Operations	3+ years' experience in general operations, facilities management, and/or process improvement; data-driven, systems thinker; excellent team-building and interpersonal skills; Bachelor's degree required; native Spanish fluency desired but not required.
5.	Teachers	High expectations for all students to succeed; uses data to inform instructional practices; at least 2 years' experience working with high-needs students; excellent classroom management and teaching skills; Bachelor's degree in education or related field; native Spanish fluency desired.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By July 31, 2020, 80% of all tested students will achieve satisfactory performance on STAAR R/LA.	1. All classrooms staffed with highly qual teachers	06/04/2018	07/31/2020
		2. At least 95% of all teachers participate in 18+ annual hours of content-related prof devel (PD)	07/01/2018	07/31/2020
		3. At least 55% of all students to be tested meet passing standard on benchmark exam	08/15/2018	12/15/2019
		4. At least 70% of all students to be tested meet passing standard on benchmark exam	01/05/2019	03/15/2020
		5. Students not meeting benchmarks receive additional academic supports and interventions.	08/15/2018	05/25/2020
2.	By July 31, 2020, 80% of all tested students will achieve satisfactory performance on STAAR Math.	1. All classrooms staffed with highly qual teachers	06/04/2018	07/31/2020
		2. All teachers partic in 18+ hours of content-rel PD	07/01/2018	07/31/2020
		3. 55%+ of students meet standard on benchmark	08/15/2018	12/15/2019
		4. 70%+ of students meet standard on benchmark	01/05/2019	03/15/2020
		5. Students not meeting benchmarks receive additional academic supports and interventions.	08/15/2018	05/25/2020
3.	By July 31, 2020, 62% of all special education and ESL students will achieve satisfactory performance on STAAR R/LA.	1. All classrooms staffed with highly qual teachers	06/04/2018	07/31/2020
		2. All teachers partic in 18+ hours of content-rel PD	07/01/2018	07/31/2020
		3. 45%+ of students meet standard on benchmark	08/15/2018	12/15/2019
		4. 55%+ of students meet standard on benchmark	01/05/2019	03/15/2020
		5. Students not meeting benchmarks receive additional academic supports and interventions.	08/15/2018	05/25/2020
4.	By July 31, 2020, 62% of all special education and ESL students will achieve satisfactory performance on STAAR Math.	1. All classrooms staffed with highly qual teachers	06/04/2018	07/31/2020
		2. All teachers partic in 18+ hours of content-rel PD	07/01/2018	07/31/2020
		3. 45%+ of students meet standard on benchmark	08/15/2018	12/15/2019
		4. 55%+ of students meet standard on benchmark	01/05/2019	03/15/2020
		5. Students not meeting benchmarks receive additional academic supports and interventions.	08/15/2018	05/25/2020

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Austin Achieve Public Schools Senior Leadership Team (Founder and CEO and Chief Advancement Officer/CAO), as supported by other Shared Services Team members as appropriate (Director of Operations, Family Engagement Manager, and Marketing and Communications Associate), will conduct weekly meetings to discuss, monitor, and adjust the network's financial, physical, academic, and human resource needs and solutions according to ongoing data reviews. The Austin Achieve Elementary School Leadership Team (Principal, Assistant Principals, and Assistant Principal of Operations) will review school-level financial, physical, academic, and human resource needs and data and will present plans to and seek guidance from the Senior Leadership Team on a regular basis.

Throughout the project period, the schedule of **internal communications, coordination, and reporting** will follow this general schedule:

- **Weekly**—The Elementary School Leadership Team and campus teachers communicate about implementation of project activities as needed; faculty and staff meet to adjust recruitment, instructional, and parent involvement activities and communicate with students, parents, and families as appropriate; Principal and/or Assistant Principals schedule teachers and support staff to attend and participate in professional development.
- **Monthly**—The Austin Achieve Public Schools Senior Leadership Team will meet with school board and business and community partners as appropriate to communicate updates and monitor and adjust project activities and management;
- **Semi-annually**—The Austin Achieve Elementary Principal (as supported by the Chief Advancement Officer, Elementary School Leadership Team, data personnel, and others) will complete CSP grant evaluation reports as required by TEA and report results to the Austin Achieve Public Schools Senior Leadership Team and to the learning community via board meetings as invited/requested.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At all stages of project implementation and management, the Austin Achieve CEO will involve the Chief Advancement Officer and data and finance personnel who will work together to oversee adherence to all policies and procedures relating to the following:

- Maintaining fiduciary and financial responsibility for all grant activities;
- Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;
- Requesting funds through the automated payment request systems;
- Preparing and submitting written expenditure reports in coordination with the project manager;
- Certifying expenses are true and correct;
- Classifying and reporting the accounting transactions properly; and
- Keeping accurate procurement records.

In addition, Austin Achieve is committed to sustaining this program beyond the initial funding period and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and
- To share details of its model and the results of its program with others.

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**Schedule #15—Project Evaluation**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	<b>QUANTITATIVE:</b> Review of student achievement data (baseline; progress reports/grading periods; interim and benchmark assessments; etc.)	1.	All teachers have access to most recent criterion- and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
		3.	Objectives 1-5 are achieved (see page 17)
2.	<b>QUANTITATIVE:</b> Review of student data management system and teacher use	1.	All teachers trained in student data management
		2.	At least 95% of teachers use data to inform and personalize instruction
		3.	At least 95% of teachers use (and are assessed on) NWEA MAP, STAAR Interim Assessments, and SchoolRunner (internal data mgmt. system).
3.	<b>QUANTITATIVE &amp; QUALITATIVE:</b> Review of staffing (open/filled positions, teacher/staff attendance, satisfaction, retention, perform.)	1.	All instructional and support staff positions filled by 08/01/2018
		2.	At least 85% of teachers perform proficient or above on their combined appraisals each year
		3.	Teacher retention is 85% or higher by 07/31 each successive year
4.	<b>QUALITATIVE:</b> Review of survey/focus group/interview data (teacher/staff, parents, students)	1.	Faculty/staff satisfaction is 85% or higher based on an annual survey
		2.	Leadership Team administers surveys for teachers/staff, parents, and students by which to evaluate program satisfaction as a success indicator
		3.	Leadership Team administers surveys, focus groups, and/or interviews to collect data to determine project effectiveness and success

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative data reported through TEA's Academic Excellence Indicator System is disaggregated by grade, subject, special populations (ethnicities, sex, LEP, at-risk, bilingual/ESL, economically disadvantaged, and special education) as well as aggregated by all grades tested (STAAR). Additional data will be provided through TELPAS (Texas English Language Proficiency Assessment System) and NWEA MAP (Northwest Evaluation Association Measures of Academic Progress).

**Data analysis procedures** will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. The Elementary School Leadership Team will meet weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. The Austin Achieve Elementary Principal, supported by other members of the Leadership Team, will assume primary responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Austin Achieve Senior Leadership Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

**Formative assessment** will take place **weekly** during the project period (June 2018 – July 2020) as grant personnel make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, available instructional materials, and the effectiveness of grant-funded activities. Additionally, the Principal will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek guidance from the Senior Leadership Team throughout the funding period. **Feedback for ongoing refinement** of this CSP High-Quality Replication Grant initiative will be obtained from staff and other program participants at least semi-annually to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The applicant for this CSP Replication grant initiative is **Austin Achieve Public Schools, Inc.**, which was authorized by the Texas Education Agency as a **Generation 16 Subchapter D, Section 12.101 Open-Enrollment Charter School** in accordance with State Board of Education rules and policies. The new campus, Austin Achieve Elementary School, is operated by Austin Achieve Public Schools, Inc., which has successfully managed Austin Achieve Public Schools since 2012. Please see the description of autonomy and flexibility over budget and operations and personnel decisions provided on page 22.

On June 22, 2017, TEA approved Austin Achieve's four amendment requests to accomplish the following:

1. Add a site under campus #227-825-001 to serve students in PreK – grade 4 (effective July 1, 2018);
2. Add PreK – grade 5 to Austin Achieve's list of grade levels (effective July 1, 2018);
3. Add 14 area independent school districts to the charter's geographic boundary (effective July 1, 2017); and
4. Increase the charter's maximum student enrollment from 1,050 to 2,100 (effective July 1, 2017; see page 15 for an explanation of how enrollment will grow by grade level, PreK – 5).

The **Board of Directors** is the governing body of Austin Achieve Public Schools and the steward of the charter's mission, vision and goals. Dedicated to strategic growth, the board provides leadership and guidance to ensure Austin Achieve continues to thrive as a premier charter campus. Membership is as follows:

- |                   |                         |
|-------------------|-------------------------|
| • Andy Greenawalt | • G. Nelson Crowe, III  |
| Board Chair       | • Cooper Drenner        |
| • James Nortey    | • Jaime Garcia          |
| Secretary         | • Veronica Garcia       |
| • Eloisa Acha     | • Temp Keller           |
| • Amanda Berger   | • Jonathan Pearce       |
| • Kathrin Brewer  | • Paul Schappert        |
| • Jack Cardwell   | • Catherine P. Thompson |

Austin Achieve's CMO-level **Shared Services Team** includes five highly qualified staff, who fulfill key leadership roles as follows:

- **John Armbrust, Founder and Chief Executive Officer:** Maintains fidelity of implementation for the Austin Achieve mission and vision;
- **Emily Morrison, Chief Advancement Officer:** Identifies and cultivates additional funding sources to support charter school and network replication and expansion of program offerings;
- **Tyler Heath, Director of Operations:** Oversees all systems operations and functions (HR, IT, facilities, transportation, etc.);
- **Lizett Ternes, Family Engagement Manager:** Cultivates and maintains excellent working relationships with parents and encourages active family involvement in school activities; and
- **Jessica Perez, Marketing and Communications Associate:** Supports Austin Achieve's marketing, messaging, and communications with partners, board members, funders, and others.

The **Austin Achieve Elementary School Leadership Team** will consist of the Principal, two Assistant Principals, and an Assistant Principal of Operations who will collaboratively oversee and manage the day-to-day operation and implementation of all charter replication activities, including teacher recruitment, selection, onboarding, development, support, and retention; student recruitment, enrollment, support, and retention; school growth; academic growth and improvement; and teacher/student/parent communication.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the stated performance agreement, Austin Achieve Public Schools set **four performance standards** for students in Reading/ELA and Mathematics:

1. By July 31, 2019, 80% of all students assessed in STAAR will achieve satisfactory performance in Reading/Language Arts;
2. By July 31, 2019, 80% of all students assessed in STAAR will achieve satisfactory performance in Mathematics;
3. By July 31, 2019, 62% of all special education and ESL students assessed in STAAR will achieve satisfactory performance in Reading/Language Arts; and
4. By July 31, 2019, 62% of all special education and ESL students assessed in STAAR will achieve satisfactory performance in Mathematics.

The wording of these performance standards has been adjusted slightly to align with the timeline (and space available) for this CSP High-Quality Replication funding (see Objectives, page 17).

Austin Achieve Public Schools has agreed to and so states that **the new campus, Austin Achieve Elementary School, meets the federal definition of a charter school** as defined in public law 114-95, Title IV, Part C, Sec. 4310. Please see the following page for the elements of this law Austin Achieve promises to uphold.

As a Subchapter D, open-enrollment charter school, **Austin Achieve Elementary School uses TEA's Charter School Performance Framework** (Academic, Financial, and Operational components), and as a high-quality charter school, agrees to maintain the following components as noted in ESSA:

- A. Show evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- B. Have no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- C. Demonstrate success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- D. Demonstrate success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

The Austin Achieve Board of Directors updates school policies on an annual basis in accordance with state law. **Austin Achieve adheres to high standards related to fiscal management and has received a perfect score on the Charter FIRST rating for the past three years.**

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Austin Achieve Elementary School meets the Federal Definition of a Charter School as Defined in Public Law 114-95, Title IV, Part C, Sec. 4310.** The new campus is:

- a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this definition;
- b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and control;
- c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d) Provides a program of elementary education;
- e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- f) Does not charge tuition;
- g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- h) Is a school to which parents choose to send their children, and that
  - i. admits students on the basis of a lottery, if more students apply for admission than can be accommodated; and
  - ii. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- i) Agrees to comply with the same federal and state audit requirements as other elementary schools in the state, unless such requirements are specifically waived for the purpose of this program;
- j) Meets all applicable federal, state, and local health and safety requirements;
- k) Operates in accordance with state law;
- l) Has a written performance contract with the authorized public chartering agency in the state (i.e., SBOE) that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- m) May serve students in early childhood educational programs or postsecondary students (ESEA section 4310(2)).

As part of the Austin Achieve Public Schools charter network, Austin Achieve Elementary will be expected to adhere to the CMO's mission and vision, six Pillars (see next page), and its policies for nondiscrimination, student admission and enrollment, and other general structures for success. Within guidelines set by the Founder and CEO, school leaders will have a **high degree of autonomy over budget allocations, school operations, and personnel decisions**, which will be determined by the School Leadership Team as led by the Principal. The Principal will oversee the day-to-day decision making at the campus and will seek guidance and support from the Austin Achieve Senior Leadership Team regarding suggested changes to the school's curriculum, calendar, and daily operational practice, should they differ significantly from that of other schools in the network. The new campus will be **governed** by the same Board of Directors as the existing campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The success of Austin Achieve Public Schools rests on its six pillars, which enhance the academic outcomes for students. The Pillars are

- **High Expectations:** Our curriculum promotes the critical thinking, problem solving, writing and technical skills necessary to pursue young dreams.
- **Individualized Support:** We collect scholar achievement data to make informed decisions on the pace and appropriateness of learning plans for every scholar.
- **More Classroom Time:** Our longer school days and longer school year add 259 hours of classroom instruction annually, providing more opportunities for scholar learning and growth.
- **Teachers as Leaders:** We focus on recruiting the best educators and empower them to shape curriculum and school culture.
- **Parents as Partners:** We view parents as partners in their children's education. Parents receive regular updates on their child's progress and opportunities to participate, both at home and in school.
- **Safe and Nurturing Community:** Our schools are safe and stimulating learning environments. We unite school and community through our Parent Ambassador Committee and after-school partnerships.

Two of these Pillars, in particular—**Parents as Partners** and **Safe and Nurturing Community**—demonstrate that forming, nurturing, and sustaining positive working relationships with parents and community members is part of Austin Achieve's formula for success.

With these Pillars in mind, Austin Achieve Elementary School will solicit and consider input from parents and other members of the community on the implementation and operation of this charter school campus in the following ways:

- **Parent Ambassador Committee:** This team promotes cooperation and unity of spirit among parents, faculty, administration, staff, and students for the express benefit of Austin Achieve. The program allows parents to work collaboratively in leadership roles and share their talents and skills with all stakeholders. Requirements to participate include completing the parent leadership orientation and training and being a parent of an Austin Achieve student. Austin Achieve Parent Ambassadors are also charged with the following:
  - Participating in the development and execution of parent engagement events and activities;
  - Collaborating with the Family Engagement Coordinator to support Student Recruitment initiatives; and
  - Providing ideas and input about community and parent engagement;
- **Surveys:** Austin Achieve administers annual anonymous surveys to assess its overall organizational health, which includes parent, student, and community member satisfaction. Teachers also anonymously complete the RISE survey several times each year. RISE is a nation-wide survey that provides teachers with the opportunity to offer anonymous feedback on a variety of components related to school function, including leadership, facilities, and professional development, among other topics. Input via this channel provides valuable feedback at every level of the organization.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary use of these CSP High-Quality Replication funds will be to acquire a substantial portion of the necessary furniture, equipment, and technology Austin Achieve Elementary School needs to begin serving students in 2018. However, the Austin Achieve Founder and CEO assures TEA that *all* expenditures from federal, state, local, and private sources will be made in support of the following approaches that undergird teaching and learning at all Austin Achieve Public Schools campuses:

- **RIGOROUS COLLEGE READINESS:** Austin Achieve's college-readiness and college-preparatory experience, however, will begin in the earliest elementary years and be carried throughout each grade level, PreK – 12. Our high school scholars attend an hour-long college prep class every day. This four-year class series will empower them to enroll, persist, and thrive at the best-fit universities.
- **TEACHING BEYOND THE CLASSROOM:** Our "whole child" approach includes guidance counseling, restorative justice, and family-based social services. Free after-school programs provide scholars with further opportunities to hone leadership skills and pursue academic excellence.
- **CONQUERING THE DIGITAL DIVIDE:** Scholars learn two programming languages via daily classes in digital literacy and coding, supported by our 1:1 scholar-to-computer ratio. Our programming curriculum includes Snap!, Python, and Java.
- **RESTORATIVE PRACTICE:** This program includes peer-to-peer mentoring, community service, and college and career lunch events to encourage leadership and emotional preparedness. Austin Achieve Public Schools' zero suspension policy ensures at-risk scholars stay in school.



For the CSP grant period, specifically, Austin Achieve will direct funds to the following uses:

**CAPITAL OUTLAY:** Capitalized technology equipment (\$104,280) and capitalized furniture (\$295,720) as noted in the line item description on page 14.

#### Program Sustainability

Austin Achieve will sustain the growth and development of Austin Achieve Elementary School through per-pupil allotments each year, total revenue from which will increase as school enrollment expands. School leaders and Austin Achieve's finance/budget personnel will also identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding. Please also see page 18, part 4, for additional detail on sustainability and commitment.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the methods of input from parents and other members of the community on the implementation and operation of this charter school campus noted on page 23 (Parent Leadership Team, Surveys, and Parent Ambassador Committee), **Austin Achieve Public Schools will support the following effective parent, family, and community engagement strategies to operate Austin Achieve Elementary School:**

- **Student recruitment opportunities:** Parents ask questions, receive information, and provide information and feedback.
- **Orientation/Open House:** School leaders and teachers actively seek input from parents regarding how to provide the best environment for their child's unique needs; teachers form and strengthen home-school relationships; parents are also provided with (and asked to acknowledge their understanding of the contents of) an extensive Parent/Scholar Handbook each year that details Austin Achieves policies, procedures, and expectations.
- **Curriculum Nights:** Students display their knowledge and skills; families learn together by participating in fun, content-specific educational activities; teachers engage parents and community members in a dialogue about the curriculum, state standards, and opportunities to extend learning at home.
- **Parent Information Meetings (PIMs):** Parents are updated on their child's progress and are invited to discuss any academic, social-emotional, physical development, or other issues with their child's teachers; PIMs are held periodically throughout the year; parents are notified via text, newsletter, or email.
- **Parent Volunteers:** Parents are strongly encouraged to volunteer each school year in support of the school, its mission, and activities. Austin Achieve provides additional information on volunteer opportunities on the school website. Additional information is also available in the school's main office.

School leaders and teachers will communicate with parents, families, and interested community members by phone, text, email, and newsletters. Key information is also available on the extensive Austin Achieve website here: <https://austinachieve.org/>. Austin Achieve Elementary School is in the process of building out its school-specific information to share through this channel, so please see the middle school-specific page for an example of the web-based information to be provided.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Austin Achieve makes safe school bus transportation available to all students living more than two miles from school and within Austin's city limits at no cost to students or their families. The **Parent and Scholar Handbook** (available online\* or provided in print to parents without Internet access and updated annually) specifies details regarding bus transportation, including procedures for AM drop-off, PM pick-up, bus stops, parent conduct at bus stops, student conduct, and bus equipment.

Parents are asked to sign the Acknowledgement and Approval of Scholar/Parent Handbook, which encompasses acknowledgement that the rules and policies of bus transportation and safety have been read, understood, and will be followed.

Every bus is equipped with GPS tracking and video/audio recording units. By law, only authorized school and bus-company personnel can request and view bus video footage.

If a special-needs student is receiving bus transportation as a result of an Individual Education Plan (IEP), the Admissions Review and Dismissal (ARD) Committee will have discretion in determining appropriate disciplinary consequences for improper behavior in a school vehicle.

\* <https://drive.google.com/file/d/0BxRqfGy-xiFLZUubU5nUzR3dzA/view>

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Austin Achieve Public Schools, Inc. requests no waivers on behalf of Austin Achieve Elementary School.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 227825

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to be Served in 2018–2019.** Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2018–2019. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	0	132	110	78	78	78	168	0	0	0	0	0	0	0	644
<b>TOTAL:</b>	<b>0</b>	<b>132</b>	<b>110</b>	<b>78</b>	<b>78</b>	<b>78</b>	<b>168</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>644</b>
<b>Total Staff</b>															<b>40</b>
<b>Total Parents*</b>															<b>966</b>
<b>Total Families**</b>															<b>515</b>

**TEA Program Requirement 2: Population to be Served in 2019–2020.** Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	75	150	150	150	150	150	168	0	0	0	0	0	0	0	993
<b>TOTAL:</b>	<b>75</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>168</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>993</b>
<b>Total Staff</b>															<b>62</b>
<b>Total Parents*</b>															<b>1,489</b>
<b>Total Families**</b>															<b>794</b>

**NOTES:**

\* Number of total parents is projected as # of students x 1.5 (to account for single-parent families).

\*\* Number of total families is projected as # of students x .8 (to account for enrolled sibling groups).

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **227825**

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide the names and nine-digit county/district/campus numbers of the *Improvement Required* schools identified in the most recent accountability ratings near the proposed charter school campus that serve the same grade levels that the proposed charter school campus will in 2018-2019. For each *Improvement Required* school listed, include the distance from the proposed charter school campus.

Please see <https://rptsvr1.tea.texas.gov/perfreport/account/index.html> for more information. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

	District Name	Campus Name	9 Digit CDC Number	Distance (in miles)
<b>IMPROVEMENT REQUIRED SCHOOLS*</b>				
1.	<b>Austin ISD</b>	<b>Govalle EL</b>	<b>227901116</b>	<b>8.7</b>
2.	Georgetown ISD	Annie Purl EL	246904101	23.4
3.	Georgetown ISD	Pat Cooper EL	246904104	26.9
4.	Georgetown ISD	Williams EL	246904108	14.8
5.	Georgetown ISD	James E Mitchell EL	246904110	24.0
6.	Hays CISD	Hemphill EL	105906109	32.2
7.	Hays CISD	Science Hall EL	105906112	27.9
<b>PRIORITY SCHOOLS**</b>				
1.	<b>Austin ISD</b>	<b>Norman EL</b>	<b>227901150</b>	<b>4.9</b>
2.	<b>Austin ISD</b>	<b>Pickle EL</b>	<b>227901164</b>	<b>2.6</b>
<b>FOCUS SCHOOLS</b>				
1.	<b>Austin ISD</b>	<b>Barrington EL</b>	<b>227901149</b>	<b>3.6</b>
2.	<b>Austin ISD</b>	<b>Jordan EL</b>	<b>227901178</b>	<b>4.3</b>
3.	<b>Austin ISD</b>	<b>Oak Springs EL</b>	<b>227901125</b>	<b>6.5</b>
4.	<b>Austin ISD</b>	<b>Overton EL</b>	<b>227901189</b>	<b>5.2</b>
5.	Pflugerville ISD	Caldwell EL	227904114	11.6
6.	Pflugerville ISD	Northwest EL	227904104	8.7
7.	Pflugerville ISD	River Oaks EL	227904107	8.6
8.	Pflugerville ISD	Ruth Barron EL	227904119	9.9

\* Austin Achieve Public Schools has been approved by TEA to expand its geographic boundary to encompass 14 additional ISDs: Bastrop, Coupland, Dripping Springs, Eanes, Georgetown, Hays CISD, Hutto, Lago Vista, Lake Travis, Leander, Liberty Hill, Pflugerville, Round Rock, Taylor, and Wimberley.

Schools within 10 miles of the new campus (7424 E. Hwy. 290 Austin, Texas 78723) are identified in bold print.

\*\* Priority and Focus Schools in Austin and Pflugerville ISDs were also added to this list to show additional struggling schools from which Austin Achieve Elementary School is likely to draw students based on its expanded boundary.

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**Schedule #18—Equitable Access and Participation**County-District Number or Vendor ID: **227825**

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **227825**

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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